***Gr. 10 Canadian History CHC 2D* Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Seminar Essay Rubric**

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| **Criteria** | **Level 1 (50-59)** | **Level 2 (60-69)** | **Level 3 (70-79)** | **Level 4 (80-100)** |
| Introduction / Thesis | -weak introduction of topic, thesis & subtopics -thesis is weak and lacks an arguable position | -adequate introduction that states topic , thesis and some of the subtopics - thesis is somewhat clear and arguable | -proficient introduction that states background information, controversial question, topic, thesis, and all subtopics in proper order- thesis is a clear and arguable statement of position | -exceptional introduction that grabs interest of reader and states background information, controversial question, topic, thesis, and all subtopics in proper order - thesis is exceptionally clear, ARGUABLE, well developed, and a definitive statement  |
| Quality of Information / Evidence | -limited information on topic with lack of research, details or historically accurate evidence | -some aspects of paper is researched with some accurate evidence from limited sources with some citations | -paper is well researched in detail with accurate & critical evidence from a variety of sources that is properly cited | -paper is exceptionally researched, extremely detailed and historically accurate with critical evidence from a wide variety of sources that is all PROPERLY CITED |
| Support of Ideas / Analysis | -limited connections made between evidence, subtopics, counterarguments & thesis / topic -lack of analysis | -some connections made between evidence, subtopics, arguments & thesis / topic showing analysis | -consistent connections made between evidence, subtopics, arguments & thesis / topic showing good analysis | -exceptionally critical, relevant and consistent CONNECTIONS made between arguments, evidence, subtopics, & thesis / topic showing excellent analysis |
| Organization / Development of Ideas | -paper lacks clear and logical development of ideas with weak transition b/w ideas and paragraphs | -somewhat clear and logical development of subtopics with adequate transitions b/w paragraphs | -clear and logical subtopic order that supports thesis with good transitions b/w paragraphs | -exceptionally clear, logical, mature, and thorough development of subtopics that support thesis with excellent transition b/w paragraphs |
| Conclusion | -lack of summary of topic, thesis & subtopics with weak concluding ideas | -adequate summary of topic, thesis and some subtopics with some final concluding ideas | -good summary of topic, thesis and all subtopics with clear concluding ideas  | -excellent summary of topic (with no new information), thesis & all subtopics in proper order with concluding ideas that leave an impact on reader  |
| Language Conventions | - inconsistent grammar, spelling and paragraphing throughout paper | -paper has some errors in grammar, spelling and paragraphing | -paper is clear, with mostly proper grammar, spelling and paragraphing | -paper is very concise, clear, with consistently proper grammar, spelling and paragraphing |
| Footnotes[Footnote](http://www.markville.ss.yrdsb.edu.on.ca/history/history/footnotes.html)  | -inconsistent use of footnotes with limited details and improper format | - sometimes inconsistent use of footnotes with limited details  | -consistent & correct format inserted to validate evidence | -proper detailed format always used consistently & correctly to validate evidence in paper |
| Bibliography[Citation Builder](http://www.lib.ncsu.edu/lobo2/citationbuilder/citationbuilder.php)  | -lack of proper format and limited details with many sources missing or incomplete | -some errors in CHICAGO format with most sources shown and a variety of sources from 5 sources | -mostly proper CHICAGO format used in alphabetical order with all sources shown and a variety of sources (5+) | -proper, detailed CHICAGO format always used in alphabetical order with all sources shown and a wide variety of sources (5 +) |

Comments: